872 As shown in Chart 1, the primary school consists of six grades divided into two levels. For students at rural schools, the first four years of primary school education may constitute an integral unit by itself and may be sufficiently useful if the students have to take up farming or other professions upon the completion of this unit. This feature was later attacked by the Communists as a mark of discrimination against the peasants and workers. But it is to be remembered that at one time the Nationalist Ministry of Education did attempt to revise the primary school system by making it a five-year one-level system.

874 Another feature of the Nationalist system of education attacked by the Communists was its failure to establish vocational schools with college standing, thus forcing vocational school graduates to terminate their education at the high school level. While most of the vocational school graduates did not continue their formal education, the system under the Nationalists did not preclude this possibility. The doors of the colleges were open to such graduates as were qualified for enrollment. The only restrictive factor was that most of the vocational school graduates because of their specialization had to take additional courses in order to fulfill general requirements before they could pass the entrance examination to the regular college.

871 By 1946, the Nationalist Ministry of Education announced 54.52 per cent of the nation's population above the age of six either had attended

871 it is obvious that stress on physical exercise
744 alone cannot take the place of an adequate diet.

871 Other movements launched simultaneously with the above-mentioned drives have been revived from time to time. They are indicative of the ills plaguing the educational system under the Communists in China. Language reform,[26] important to primary education and in efforts to combat illiteracy, is associated with "thought reform." The program to establish winter schools, summer schools and other special training classes for peasants, workers and soldiers is actually a part of school reorganization. Some of the most important characteristics of these movements will be discussed.

IV. SCHOOLS ON DIFFERENT LEVELS

The Communist policy for education and the movements in education are nation-wide, and subject to only minor regional variations. However a survey of the schools in East China may reveal the extent to which the Communist policy has been carried out and the response of the people in this region.

872 ### A. Kindergartens and Primary Schools

The development of kindergartens in the East China Region has followed the basic policies

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26. See the chapter on Language in this handbook.

872 laid down by the Communists. The program is tied in with child welfare promotion. Wherever needed, the government has tried to standardize the training of personnel for kindergartens. Although there is no information on the total number of kindergartens and their enrollment in this region, presumably development of education for young children in East China is more advanced than in Central-South or Southwest China because generally speaking, development of educational facilities in East China has received more attention.

The Communist policy has been to strengthen the "complete" primary schools in cities and important villages and to encourage the villagers in outlying districts to establish their own primary schools under local government supervision.[27] To consolidate Party control over these numerous primary schools scattered over wide areas, the Government Administration Council in Peking ordered the assignment of experienced political cadres to supervise the educational agencies in county governments. In addition, primary school principals and other administrators were indoctrinated.

According to Shu T'ung, Chairman of Cultural and Educational Commission for East China, the number of primary schools in the region had increased to 109,000 by November 1951, with a total enrollment of 9,440,000 students.[28]

27. Jen-min Shou-ts'e, 1955[People's Handbook, 1955] , Tientsin, Ta-kung pao, 1955, pp. 575-76.

28. Chieh-fang Jih-pao[Liberation Daily] , Shanghai, November 28, 1951.

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872 In October 1952 the total enrollment had further increased to 12,000,000 which was about twice as large as that in 1949.[29]

The trained political cadres who were sent to rural areas to establish primary schools reported a shortage of supplies and a lack of financial support. At the same time, there were accounts of "the glorious success" of these Party-assigned schoolmasters who struggled to win the support of the villagers.[30]

The emphasis in primary school education in East China followed the national pattern to imbue the students with respect for labor and love for their country. In a history course, for example students were told that Confucius was not concerned with the "proletariat," that he offered advice to kings in order to perpetuate the feudalistic system.[31] A primary school teacher in Hsü-chou, Kiangsu Province, was criticized for neglecting "political education" when he reminded the students that by studying well they would be able to make money in the future.[32] Those schools which taught the students to enjoy manual work, to help their parents at home, and to prepare for farm or factory work upon graduation, were cited as model schools. It was reported in June 1955 that a large number of primary school graduates

29. Ibid. Oct. 1, 1952, p. 5.
30. People's Education, Dec. 1953, p. 18.
31. Ibid. Jan. 1952, p. 52.
32. Hsiao-hsüeh Chiao-shih [Primary School Teacher], Peking, August 1954, p. 7.

872 took jobs in agricultural production co-operatives as junior technicians and office assistants.[33]

B. Secondary Schools

873 In 1950 the secondary schools throughout Mainland China submitted to the initial stages of consolidation and reorganization in accordance with the Communist policy for education. As a result secondary school enrollment decreased in certain areas; in other areas, schools were barely able to stay in operation. The subsequent establishment of additional niddle schools brought the total number of registered students (including those of the secondary normal schools and "proletarian, accelerated" middle schools) to 3,628,264 by September 1954.[34] This figure was claimed to be double that of the enrollment in 1948.

In East China in 1950 there were 101 secondary schools in Shantung 372 in Kiangsu and 108 in northern Anhwei Province.[35] The emphasis in the development of secondary schools has been on technical training. By October 1952 secondary technical school students in East China numbered 51 900, or more than twice the number enrolled in 1949.[36]

The aim of secondary education, according to the Government Administration Council.

33. SCMP, No. 1072, Hong Kong Amer. Cons. Gen'l., August 1954, p. 7.

34. People's Education Oct. 1954, p. 34.

35. Cheng-fu Kung-tso Pao-kao Hui-pien1950 [Compendium of Gov't Reports, 1950], Peking, Jen-min ch'u-pan-she, 1951, pp. 631, 647 667, 687.

36. Liberation Daily Oct. 1, 1952 p. 5.

657 729 Shanghai and Tsingtao, according to the same report, some 4,000 dependents of "martyrs" and servicemen obtained work in the first half of 1952, with an average monthly pay of 400,000 - 500,000 JMP dollars. For the same purpose, the East China regional government appropriated in the period a special fund of JMP$65,000,000,000 (approximately US$ 2,950,000).[40]

657 729 872 In 1953 seven primary schools for the children of "revolutionary martyrs" had been established and eleven more were under construction. Approximately 1,000 children were enrolled. A monthly food ration for each student consisted of some 11 pounds of meat, about two and half pounds of fat, more than five pounds of eggs supplemented by bean-curd and cabbage. (Wheat, rice and other grains were not mentioned. Presumably, they were not then rationed.) Every student was issued two suits of summer clothes, two suits of underwear, and one suit of cotton padded clothes (for winter) each year and one overcoat every two years.[41]

657 729 According to a broadcast by the Minister of Internal Affairs of the Peking regime in January 1955, incomplete statistics from 13 provinces showed more than 60 per cent of the

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40. Ibid.
41. Liberation Daily, Feb. 10, 1953, p. 3.